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ABSTRACT

This is a review of the relevant literature and current practices in the field of occupational guidance. Because it was prepared in connection with the beginning of a seventh grade occupational guidance class in Utah, it deals, in the first part, with the vocational-maturational level of seventh graders. The second part summarizes contemporary efforts and practices throughout the nation for occupational guidance on this level. Several guidance approaches are considered, but the developmental approach utilized by the New England School Development Council is included in its entirety because of its comprehensiveness. The report concludes with: (1) a list of guidance objectives; (2) activities and projects geared toward meeting those objectives; (3) a short bibliography of relevant educational materials; and (4) brief comments about guidance program evaluation. (TL)

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FINAL REPORT

Project No. 603046
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FOUNDATIONS FOR A SEVENTH GRADE GUIDANCE UNIT

May 1970

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FOUNDATIONS FOR A SEVENTH GRADE GUIDANCE UNIT

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FOUNDATIONS FOR A SEVENTH GRADE GUIDANCE UNIT

An Analysis of the Developmental Level of the Seventh Grade Student and Nationally Current Occupational Guidance Classes

Prepared for: The Vocational Guidance Division and the Special Services and the Research and Innovations Divisions of the Utah State Department of Public Instruction.

Prepared by: Fred A. Rowe

May, 1970

PREFACE

In the fall of 1970, a junior high school in Utah will begin a seventh grade class on occupational guidance. In preparation a review of literature and current practices was made. This is that review. The first part deals with the vocational level, maturationally speaking, of the seventh grader. It concludes with implications for curricular practices. The second part summarizes contemporary efforts and practices throughout the nation for occupational guidance on this level.

The researcher recognized that more than any other level, the junior high school is beginning to receive impetus for guidance towards occupational happiness and stability. It is hoped this paper may provide some direction for the curriculum development of activities, experiences, and objectives appropriate for the seventh grade student.

PART I

THE DEVELOPMENT LEVEL OF THE SEVENTH GRADE STUDENT

1

INTRODUCTION

The ultimate goal of vocational guidance is to help a youngster prepare for employment that would bring fulfillment to himself and productive results into the community. In the process, it is not enough for teachers and counselors to watch the child make his choices while they reflect the feeling "All I want to do is to make you happy, make any choice you want." The child needs freedom, but he also needs help in delimiting the unknown. No youngster ever makes a vocational choice alone. He needs the right kind of help. (9,p.494)

The purpose of this paper is to provide background for vocational guidance in a classroom curriculum. It is organized into five sections. The first describes the choice process. The second outlines the stages in vocational development proposed by authorities in the field. The third part will define vocational developmental tasks and shows their usefulness in guidance. The fourth reviews the vocational, social, emotional, and intellectual characteristics of the seventh grader. The final section summarizes the above material and ties it to curricular implications.

I. THE CHOICE PROCESS

Ginzberg suggests three elements in vocational choice (9) First, it is a process. In the process, the child passes through certain periods in which specific pressures arise while others subside. This developmental nature can be observed vocationally as well as physically and socially. In addition, there is such a phenonmena as vocational maturity, and we can evaluate how a person is progressing towards it. (4),(21) Jordaan summarizes it this way. "Every vocational decision has a history and

to understand it one needs to understand the events, experiences and decision which have preceeded it. A vocational choice is a process reflecting other phases of development. (15)

Secondly, the process has an irreversible nature. Choices, once made and acted upon, are more difficult to change than if they were never made. As a person follows a pattern of choices that moves him toward a goal, the more irreversible the process. It is a matter, among other things, of committment to action.

Thirdly, the process of vocational maturity includes compromise. Aspirations, self-awareness, knowledge of the world of work, and environmental forces are integrated by the child as he forms his decisions. There is never just one factor, one person, one alternative.

II. VOCATIONAL DEVELOPMENT

An early strategy of life stages was developed by Buehler. (2) With a behavioral orientation, she charted emotional, sexual, social, and vocational behavior at certain ages. Ginzberg, et. al. developed stages of development oriented solely to the vocational choice process. (10) Being primarily interested in how vocational choices are made, he plotted the developmental steps concerning how people used four factors to make decisions. These were interests, capacities, values, and reality considerations.

Miller and Form, industrial sociologists, describe the gross stages of vocational preparation. (17) These are work stages of development based largely in terms of actual job experiences and those early in life that moved directly towards future occupational expectations.

Super's et. al. approach to vocational development is culturally based. (20) He shows how, at different stages of growth, the family, school, and community influence the child's development. Movement towards maturity comes as the person increases awareness of himself,

accumulates knowledge of his environment and the world of work, and integrates them in his decision-making style.

It becomes clear that the points between the stages of development are not concise as far as time or characteristics. Transition in the sequential steps occurs gradually. It is also unique to each individual. It is, therefore, important to see the complete picture of development in order to understand where the seventh grader has been and where he is going. Chart I, p.4 summarizes the analysis of Super (20), Miller and Form (17), and Ginzberg (10).

Basically, there are three stages in each author's description. Miller and Form and Super are in agreement concerning the chronological conclusion and beginning for each stage. Ginzberg suggests the last stage begins earlier than do the others.

Following are Table I, Table II, and Table III. Each depicts an overview of the characteristics, as viewed by the three named authors, summarized into the three general stages of development.

COMPARISON OF DEVELOPMENTAL STAGES IN VOCATIONAL MATURITY OF MILLER AND FORM (17), GINZBERG (10), AND SUPER (20)

Chart I

	Childhood	Adolescence	Youth
Miller & Form	PREPARATION	INITIAL	TRANSITION
Ginzberg	FANTASY	TENTATIVE	REALISTIC
Super	GROWTH	EXPLORATION	TRANSITION

THE FIRST STAGE OF VOCATIONAL DEVELOPMENT
Table I

	Author	Name of Stage	Overview
C H I L D H O O D	Miller and Form.....Preparatory		1. Home provides the primary work model for identification.
	Ginzberg.....Fantasy		2. The child "tries out" or rehearses occupational roles as he sees them exhibited by parents.
	Super.....Growth		3. School provides the following training procedures. a. stay on the job and learn the lesson. b. obey authority. c. develop iniative and rise socially. d. develop character e. get along with teachers and classmates.
			4. Lacks ability to see continuity between present and future.
			5. 3-4 year olds..first formulates ideas of what he wants to be when he grows up.
			6. 4-6 year olds...chooses vocation on basis of "function pleasure". He likes to do observable tasks involved.
			7. 8-9 year olds.. chooses vocation on basis of results of work as they benefit himself, his family, and his friends.

THE SECOND STAGE OF VOCATIONAL DEVELOPMENT
Table II

ADOLESCENCE

Author	Name of Stage	Overview
Miller and Form...	...Initial	1. Has direct contact with work, usually.
Ginzberg.....	...Tentative a. Interest b. Capacities c. Values	2. Learns job expectations and integrates these into self-concept. 3. Integrates the knowledge of jobs at home and discussions of jobs into attitudinal forces.
Super.....	...Exploration	4. School provides opportunity to find information and tryout tasks. 5. Sees a coninuum between present and future. 6. Sees present actions affecting his future. 7. Considers vocational choices as tentative. 8. Becomes more involved in his own choices. 9. Lets environment propel him as he views himself as changing. 10. 11-12 year olds...makes choices in terms of interests. 11. 13-14 year olds...can see his capacities and makes selections with these in mind. 12. 15-16 year olds...makes decisions more in respect to his value system, attempting to place himself in society.

THE THIRD STAGE OF VOCATIONAL DEVELOPMENT
Table III

Author	Name of Stage	Overview
Miller and Form.....Transition		1. Less of a time perspective and more relation to individual differences and environmental forces.
Ginzberg.....Realistic	a. Exploration b. Crystallization c. Specification	2. Greater goal-direction and independence.
Super.....Transition		3. Attempts to compromise between needs and reality and move towards final occupational choice. 4. Reality testing..may change from initial job to others before settling down. 5. Exploratory..he reviews past decisions and deliniates jobs he considers unsatisfactory. 6. Crystallization..through compromise he commits himself to a job and begins to make specific plans. 7. Specification..He begins training and repels forces that would deviate him from his plans.

YOUTH

Development leads towards maturity. Even though this optimum "stage" in life is largely theoretical, never to be achieved in it's entirety by one person, Crites has analyzed and synthecized materials from current literature resulting in a profile of vocational maturity. (6) It is presented below:

1. Choice Factors. In his study of adolescent occupational choice, Ginzberg found that the bases for choice changed as the individual grew older. The first basis for choice was his interests; the second was an evaluation of his capacities; the third involved his values; and the fourth was an appraisal of his situation with respect to reality factors.

2. Independence. One of the primary dimensions along which emotional and social development takes place is from dependence to independence. Super has hypothesized that vocational development proceeds in the same direction. In early adolescence the individual relies rather heavily upon others for choice determination, but as he matures he becomes more and more self sufficient in his vocational decision making.

3. Active-Passive Involvement. Ginzberg writes, "The 'active' person takes positive steps in his own behalf. The 'passive' type responds to external pressures; he reacts to major forces instead of seeking to control them." Closely related to "active-passive" involvement in choice are the orientations of the individual toward "work" and "pleasure". The "work-oriented" person pursues his goals with determination and persistence and is not easily deflected from them. Also, he forgoes current gratifications or postpones them. In contrast, the "pleasure-oriented individual has only vaguely defined objectives and is easily distracted in his endeavors by the desire for immediate satisfactions. "To him the returns from work and the concomitant satisfactions have an importance equal to or greater than the job itself." The hypothesis is that the more vocationally mature person is more actively involved in the choice process and has a work orientation.

4. Means-End Cognizance. Although not included in the theories of Ginzberg and Super, the concept of means-end cognizance is an important one in the explanation of vocational decision making. It refers to the tendency of the individual to think about the means which are necessary to attain a desired end. Does he simply select a vocational goal and neglect specification of the intermediate steps which lead to it? Or does he "plan out" the entire sequence form its initiation to its completion? As the individual becomes more vocationally mature, he should relate means to ends more frequently.

5. Time Projection. A dimension related to means-end cognizance, yet distinct from it, concerns the individual's attitudes toward time. More specifically, there are two orientations which appear significant. The first is the tendency to distinguish among past, present, and future. Some individuals live only in the past and have minimal "foresight"; others are primarily bound to the present and think in terms of the immediate; still others look predominantly to the future and largely ignore the past and present. The second tendency, which is probably closely related to "foresight," pertains to the individual's inclination to bring contemplated courses of action into the "psychological present" and to select from among them in accordance with the anticipated outcomes of each. The more vocationally mature individual should have a sharpened time perspective and deliberate more about the outcomes of his decisions.

6. Daydreaming and Fantsy. An essential component of effective vocational decision making seems to be an optimum use of daydreaming and fantasy to conceptualize oneself in different kinds of work and to eliminate unsuitable occupational alternatives through "tryouts" in thought rather than through the more expensive and time-consuming process of overt trail and error. Supposedly, the capacity to use daydreaming and fantasy constructively in making occupational choices increases with age and has a higher incidence in the later than the earlier years of adolescence.

7. Self-Knowledge. Super observes, "In choosing an occupation one is, in effect, choosing a means of implementing a self-concept." By self-concept he means the individual's perceptions of his aptitudes, interests, and personality characterisitcs. According to Super's theory, these perceptions become clearer, are more accurate, and are more highly integrated near the end of adolescence, so that the expectation is that more vocationally mature individuals will have thought more about their vocational assets and liabilities and will have greater self-knowledge.

8. Job Knowledge. Much as the individual learns more about himself as he grows older, he also gathers more information about jobs and occupations. Consequently, accuracy and extent of job knowledge should differentiate the more from the less vocationally mature.

9. Self and Work. The more vocationally mature person not only has greater knowledge about self and work but relates one to the other. He has thought about how his capabilities relate to the demands and requirements of jobs. He attempts to "bridge the gap" between himself and the world of work, to achieve a "synthesis," as Super puts it, of the major factors involved in occupational choice.

III. DEVELOPMENTAL TASKS AND VOCATIONAL DEVELOPMENTAL TASKS

In 1953, Havighurst discusses his concept of the "developmental task." (11,p.2) He wrote:

> A developmental task is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.

In this concept, development is described in terms of behavior. Super summarizes it by saying:

> "Behavior involves making responses to a stimuli at a given point in time, while development is a process continuing through time which provides the individual with the responses and mechanisms to behave." (24,p.26)

Developmental tasks are patterns of behavior important and normal to given periods of time. Regardless of age, the behavior is still important. A boy pounding a nail is behaving differently than a man painting a skyscraper. (21) They are both responding to their unique world (1). The difference in their task, in their behavioral potential is (1) factor of growth, and (2) learning. (13) Both are important.

Havighurst's original concept of developmental tasks can be analyzed in light of the vocational choice process.

"A developmental task is a task..." This illustrates the involvement of the person in the process. He behaves in certain observable ways and is responsible for his part in occupational choices.

"..... which arises at or about a certain period in the life of an individual..." This recognizes that certain periods develop certain functions enabling the child to move towards vocational maturity.

".....successful achievement of which leads to happiness and success with later tasks..." Each phase in development is based on the accumulation of prior developmental periods (7), (11). It is important for a youngster to successfully master the correct tasks at the correct time that will lead to successful future choices concerning occupations. The factor of irreversibility also shows up in this part of the process.

"....while failure leads to unhappiness of the individual...." Being productive enhances self-respect. However, when a youngster is repeatedly frustrated in mastering the important tasks at the appropriate time, he sees himself as much less productive than his successfull counterpart. The feeling of uselessness, unworthiness, unbecoming can do little else than bring unhappiness.

"....disapproval by society...." Society rewards for successful achievement and penalizes for failure to accomplish a given developmental task. The child's perceived social image is a factor in occupational aspiration. (23)

"....and difficulty in later tasks"....Freud's process of fixation is a good example of this. Problems in growing up illustrated by behavior in family, community, and school increases the probability of problems in later employment. Development moves from simple to complex in a sequential pattern. Failure to master a prerequisite skill will have a negative effect on the full development of later and more complex tasks.

The usefulness of this modification allows developmental behavior to be viewed in vocational terms. Vocational developmental tasks are those developmental tasks relating directly or indirectly to the world of work.

Super has identifies various vocational developmental tasks as they relate

to life stages of a person. (24, p.132) As observers of vocational maturity in our youth, he suggests we watch (1) the individual as he is faced with a new vocational task, (2) how he brings to bear on that task his potential for and his repertoire of behavior, (3) his degree of success or failure in handling the task, (4) how he incorporates whatever he has learned in his experience, and (5) how he uses this learning to add to or modify his existing repertoire.

CHARACTERISTICS OF THE SEVENTH GRADER

As a new seventh grader starts his transition into the secondary schools, he is called upon to make several adjustments. For the first time, in most instances, he receives grades. These are supposed to indicate how well he is doing in comparison to his fellow-students, or how well he has mastered the subject matter. In elementary school reading, writing, and other skills are developed by very close cooperation between student and teacher in a self-contained classroom. Each subject throughout the day becomes an application of skills towards learning a body of knowledge. This changes somewhat beginning with the seventh grade. From close supervision throughout the day, the student sees several teachers who assume that he has developed certain skills. Completing the assignments take on a subject or factual aura obscuring, at times, a continuation of skill development and evaluation. In addition to a variety of subjects and teachers, the student is asked to adjust to many activities of a social nature by participating in assemblies, dances, mealtime activities, student government, and many more.

Not only is there a change in the school environment, but the experiences change within himself. Maturation and socialization processes cause the child to behave differently. This is the pre-adolescent

or pre-pubescent stage, characterized by changes that are both noticeable and those more vague and subtle to his awareness. At times he can consciously react to how he is "different now than then". He also feels that something inside himself is not the same as in the past, but he cannot clearly define what it is.

Perhaps of all the stages of development, the pre-adolescent stage has received less attention than any other. (18) Scarcity of literature exists in describing intellectual, social, emotional, vocational characteristics and in research. Most authors describe this age, seventh graders, as the end of the childhood or the beginning of adolescence. Pre-adolescence, as a specific time of development has been obscured between two important phases. Are they adolescents? No. Are they children? No.

Vocational Development

The first phase of Ginzberg's Transition Stage is the Interest phase. (9) This corresponds with the beginning part of Miller and Form's Initial Stage and Super's Exploratory Stage (17), (20). The following characteristics of the vocational development of this age have been summarized largely from the above authors.

1. They give their impressions of future employment in relationship to how well they like certain aspects of their father's occupational roles. "My Dad's a mechanic, but I don't like machines," or "I want to be a carpenter. My Dad's one, and I think I'd like it," illustrate statements made at this age. (Some studies indicate that most boys will be employed at approximately the same level as their father. (22, chap.2) Jordaan concludes that socio-economically, a father's occupational level is inherited. (15) The influence of the father's job, particularly as it relates to the interest of the child, has implications in vocational development.

2. Current interests are considered most heavily, with little future projection.

3. Interests are viewed as changing. However, when and how the change will occur is not a primary concern. He often displays the attitude, "I like baseball now. But I may not like it

someday."

4. In changing, they are not looking for alternatives. If he may not like math in the future, he may like "something else."

5. Change in his interests are not rapid, nor do they have any time-table. Many seventh graders have similar vocational preferences a year later (8). A correlation between interest stability and scores on interests test has been demonstrated. (19)

6. He begins matching his self-concept with attitudes developed by part-time jobs and household chores.

7. He begins to see himself involved more in his life. His parents, while offering subtle cues, are beginning to be overlooked in decision-making.

8. He has exhibited little concrete ability to figure step-by-step process of achieving a long-term goal.

As mentioned earlier, the 11-12 year old seventh grader is in the pre-adolescent stage of development in terms of his social, emotional, and intellectual make-up. While not a lot of material is available, Redl, (18), Blair (3), Kuhlen (16), Jersild (14), and Hollingsworth (12) all offer significant contributions. The following summary is taken largely from the above sources.

Emotional Characteristics

1. The apparent irresponsible, unstable, disobedient, and restless behavior may be child's efforts to find self-expression.

2. Uses the degree of satisfaction from his relationship with adults to determine his confidence in adults during adolescence.

3. Stresses his yearning for independence.

4. Uses feelings of success with peers to determine later social relationships.

5. Uses strength of identification with own sex to determine heterosexual adjustments later.

6. Expressed or implied criticism is resented, even if they themselves criticize.

7. Dramatizes and exaggerates simple occurrences.

8. Finds it hard to talk about themselves and their lives.

9. Are slow to analyze a problem or identify their fears and worries even though they may be present.

Social Characteristics

1. Inner conflict between loyalty to his family, from which he receives his greatest social security, and peer code pressure.

2. The good habits conformed to in earlier ages are now put through reality testing.

3. The "friendly helper" adult role often becomes sticky.

4. The "proud shaper of youth" adult role brings intolerance.

5. The "warden of society's values" adult role brings intolerance.

6. Looking for a widening of social contacts.

7. The group often provides an escape from over-protection.

8. Crude action often an anti-rejection towards own feelings of rejection from family and social contacts.

9. Strives for independence yet tags along with the group.

10. The peer group's secrets, planning, and activities provides a feeling of social importance and identity.

11. Attaches a lot of significance to tradition and rituals.

12. Identifies rapidly with movie or play using someone his own age who is adventurous, etc.

Intellectual Characteristics

1. Judges intellectualization process in light of socialization.

2. Develops school skills as they seem functional in meeting his immediate needs.

3. Tries to develop a realistic concept of the environment.

4. Shows an intense interest in collecting facts that have meaning.

5. Interested in collecting items.

6. Interested in inventions, science, and physical phenomena.

7. Reaching high peak of intellectural curiosity and likes problem-solving and experiments with casual relationships.

8. Argues to clarify his thinking and to hear sound of his own voice.

9. Reads widely on his own interests.

10. Learns to do things for own satisfaction with minimum of worry over mistakes.

V. IMPLICATIONS FOR CURRICULUM

Part of the problem in past vocational guidance units has been the disregard for combining the best possible teaching methods to the teachable moment in the child's life. Our purposes of assisting the seventh grader in his occupational growth should correspond to his level of development. Havighurst says:

> When the body is ripe, and society requires, and the self is ready to achieve a certain task, the teachable moment has come. Efforts at teaching which would have been largely wasted if they had come earlier, give gratifying results when they come at the teachable moment, when the task should be learned. (11, p.5)

Below is a list of suggestions to capitalize the seventh grader's "teachable moment". They result from his vocational, social, emotional, and intellectual level of maturity. Transforming these recommendations into the special activities or vocational development tasks which can be learned and mastered in the classroom is enormous next step.

1. Use groups which membership involves similar interests.

2. Use groups which they choose themselves. This may result in all-girl or all-boy groups.

3. Rather than fight the group phenomenon, use it to plan, solve-problems, and evaluate---particularly in ethical situations involving responsibility.

4. Emphasize individual initiative both in and out of the group.

5. Use structure and guidelines in group work. In authoritative

but not authoritarian terms, provide environment where they check their own effectiveness in the different phases of their work.

6. Help them establish their own guidelines.

7. Provide the opportunity to both learn and practice in the group.

8. Use heterogeneous and arbitrary groups but in a limited way.

9. Help them establish immediate goals.

10. When planning for class activities, set a short-term calendar and have frequent checks and progress reports.

11 Use a variety of visual aids which have humorous, adventurous, and problem-solving undertones.

12. Provide entensive reading materials and allow students time for independent enrichment on areas of their own interest. Provide materials and space so they can develop visual aids appropriate to their study.

13. Have many groups and individual class presentations.

14. Use the home, school, to teach concepts related to ~~school~~ work, i.e. division of labor, cooperation, etc.

15. Have socio-dramas, but do not overdo the implications.

16. Use everyone and everything in the community to teach the class - encourage the students to do the same.

17. Use role-playing. Structure the situation to provide problem-solving characteristics.

18. Refrain from sarcasm and error identification. Stress "you can make it clearer if you _____" methods.

19. Provide term for discussions that are opinion oriented rather than resulting in one correct response.

20. Emphasize non-stressful situations involving family life to teach vocational concepts.

21. Use task oriented activities for self-discovery rather than rating scales.

22. Use occupational examples in the home, neighborhood, community.

23. Relate work interest and tasks to the father and mother. Have them identify job characteristics of their parents or some other close adult.

24. Develop reality testing situations in discussions, role playing, socio-drama in which third person opinions are rewarded.

25. Continually choose activities that provide functional fulfillment of present interests.

26. Encourage display of their collections and orient the discussion towards occupational terms.

27. Use science and inventions as the basis for studying the concept of industry, business, variety of jobs, etc.

28. Using modern tools, equipment, space explorations, medicine, to create problem-solving situations that are job oriented.

29. Offer time for debate.

30. Provide time for "casual" conversation between adult-student on the satisfactions the student derives from hobbies, etc.

31. Stress the interest aspects of the jobs - the environment, functions, problems.

32. Use practical examples as allowances, recreation, buying own clothes for relevancy.

33. Use games to illustrate concepts.

34. Use simulated experiences in which the student can "try-out" skills of planning, organizing, spending, etc.

35. Use learning sequence of (1) gather facts (2) understand concepts (3) apply to a problem-solving situation of an adventurous nature.

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PART II

SUMMARY OF CURRENT PRACTICES IN OCCUPATIONAL GUIDANCE CLASSES THROUGHOUT THE NATION

INTRODUCTION

Throughout our nation, the junior high school is becoming the focus of planned career guidance programs. Attempts are still few in number and innovative in nature. Information of past programs are scarce. Current projects are still in the discussion stages. The approaches are extremely diversified.

Letters were written to each state requesting information regarding the rationale, the curriculum materials, and evaluative techniques being used in their districts. Following is an attempt to draw parts and particles of information provided by the various states. The data is summarized in five areas: procedure, general approaches, objectives, activities, educational aids, and evaluation.

PROCEDURE

1. Seventh grade orientation for a few hours at the beginning of the seventh grade school year.

2. Seventh grade orientation for a few days at the beginning of the seventh grade school year in a subject matter class.

3. Semester class taught by personnel especially employed.

4. Semester class taught by guidance counselor.

5. Two-week course taught in a regular subject matter class by the subject matter teacher.

6. Two-week course taught in a regular subject matter class by the guidance counselor.

7. Several two-week classes taught intermittently thoughout the year by the guidance counselor.

8. Several two-week classes taught intermittently throughout the year by subject matter teachers each stressing the job family of his subject area.

9. Homeroom time taken every two or three weeks to explore the world of work by the homeroom teacher.

GENERAL APPROACHES

Several districts organized their guidance classes around the models of noted authorities. Georgia uses Roe's major categories of Interest. They are:

1. Service to Others
2. Business
3. Organization
4. Expressing Ideas (Science, General Culture, Art and Entertainment)
5. Outdocrs
6. Technology (producing things, fixing things)

Their objectives, activities, and educational aids are centered around this model.

Another approach is to choose a general orientation followed by several priority topics. Wyoming is an example. Their approach for the seventh grade is:

Career Orientation

1. Job Information
2. Job Preparation
3. Salary
4. Openings
5. Job Entry Levels
6. How Much Education
7. Job Interests, Aptitude Evaluation
8. Community Resources
9. Appreciation for Work of Others
10. Job Seeking Selection Conditions
11. Job Interviews
12. Applications
13. Work Attitudes

A third way in organizing the occupational unit is developmental in nature, outlining objectives, activities, educational aids under topical categories. The New England Regional Commission and the New England School Development Councel has developed such a system. It is included in entirety for the seventh grade because of it's comprehensiveness.

THE HOME

Objectives - Outline	Teacher - Student Activity
To develop an appreciation of the dignity of all honest work by exploring the jobs I know and the jobs I do around my home.	Tell what your parents do for work.
What parents do on their jobs.	Tell what jobs you do at home and why they are important.
What work parents do at home.	Discuss ways in which cooperative working helps the family have more leisure time.
All family members must work together to make a happy home.	Send out letters to parents seeking information on the jobs they do. (Have the students develop a form for this purpose).
Jobs are interdependent.	Invite fathers or mothers of different occupations to school (in work uniforms) to talk "with" the class.
Many types of workers are necessary.	Have students discuss some good work habits they have learned from a job they do at home.
The money people earn helps to buy the things they need.	

THE SCHOOL

Who is the Principal? What does he do?	Visit each person in his work area. Visit the library, lunch room, supply room, and other work areas.
What does the counselor do to help us?	Talk about the importance of the job each person does.
What does the school nurse do?	Play a game of "Who Am I" Tell some important things I do and let the others guess who it is.
What does the librarian do?	
Who has the doors open, the building warm and clean?	
What does a school cook do?	

To develop an awareness of the importance of the different types of jobs by learning about the workers at our school.

COMMUNITY WORKERS

Objectives - Outline

To show the interdependence of community workers and to gain insight into some of their activities.

The groceryman is a worker in the community.

The people depend on the groceryman for many things.

The groceryman depends on other workers in the communtiy.

Some of the community workers are: Banker, Storekeeper, Policeman, Fireman, Postman, Newspaperman, reporter, Minister, salesman, City Worker, Doctor, Others?

There are many kinds of workers needed in order for the groceryman to have a store.

Different personalities are needed for different jobs.

The groceryman helps to keep us healthy by selling us groceries that are fresh and nourishing.

The groceryman earns money when people buy groceries.

The groceryman uses some of the money he earns and pays the people who work for him and the people from whom he buys.

People who live in the community are accepting responsibility when they are courteous to other people.

All people live in houses. People live in different kinds of houses. Some rent houses. Some buy homes.

Teacher - Student Activities

Bring people to the class that are connected with the grocery store either as the owner or worker in the store. This is especially effective if the parents or relatives of the students can be used.

Have a store in the room.

Make booklets for new vocabulary.

Role play. Have students act out the different people who work in the grocery store.

Take a field trip to the store.

Have a county fair showing the products of the farmer.

Discuss with the students how the groceryman depends on the policeman, fireman, and builders in the community.

Make a scrapbook about the different vocations studied and the training workers need to do their jobs.

Let students draw cartoons about the community workers.

Field trip to see houses in neighborhood being constructed.

Take a field trip to see the electrician wiring a house.

Cut pictures of the electrician doing his job from magazines and make posters and scrapbooks.

Discuss all the things in the home and the school that depend on electricity.

Use an electric train to demonstrate the power of electricity. Demonstrate what happens when all electricity is cut off.

Community workers (con't)

Objectives - Outline	Teacher - Student Activities
It requires skilled workers to build a house. Each worker must have special training.	Visit a home where a bricklayer is working. Ask questions and write on Experience Chart. Discuss how bricks are made.
Help understand that many specialist work together to build a house.	Field trip to see a bulldozer in use in building a new home.
Help understand the differences in houses and apartments.	Invite construction workers to come to school in work clothes to talk about their work and to show their tools
Different jobs and materials are required to build houses.	Field trip to visit house being built, observing the carpenter using his materials.
These materials are produced by different workers. These materials are lumber, brick, glass, pipe, wire, etc.	
The responsibility of the architect is to make blueprints (working drawings) of the house.	
The job performed by the electrician is highly skilled. He is responsible for placing the electric wires that furnish the electricity for the refrigerator, washing machine, radio, TV, etc.	
The plumber is a highly skilled person whose responsibility is to place the pipes to furnish water in the kitchen, bathroom, basement, yard, swimming pool, etc.	
The bricklayer is a skilled worker who has learned to place bricks to make the house strong and durable.	
Some houses are made of wood and painted in different colors.	
The painters and paperhangers are important people in the beautification of the home.	
The carpenter uses the hammer, saw and nails to perform his job. He uses hand andpower tools, forming the walls, floors, ceilings, etc.	

Field Trip	Related Workers	Involve Parents and Others	Related Activities	Art
Bakery	Baker, salesperson, truckers & other transportation workers. Farmers: wheat, poultry, sugar growers, cleaning people, dishwashers.	For recipes and aprons. Taking trips. Serve them cookies.	Make cookies: counting, measuring, timing, baking, cleaning up, sharing. Examine some grains of wheat; chew some.	Decorate real or make believe cookies. Draw what you saw.
Fire Station	Garage man, Water department Telephone people.	Fireman talk with children. Show how they use the equipment.	Role playing safety units Photo of children with fireman.	Draw the fireman at work. Draw a fire safety poste
County Fair	Farmers, many kinds Grocers Feed growers Truckers Veterinarians Housewives	Take children to visit a farm. Invite a truck driver to talk with children.	Have a hobby show.	Farm mural.
Dairy Farm	Same as above Also delivery men		Act out caring for a cow. Visit a dairy and a milk processing plant. Eat ice cream.	Relive the experiences by drawings or other art. Make health posters about milk.
Make trip to some industry such as glass factory, cement plant, or any local industry.	Truckers and other transportation workers. Always there are clean-up people. Mechanics, transportation workers, chemists, TV reparimen, engineers, office workers.	Involve adults as guides. Interview workers. Take interviews to play in class.	Always write thank-you letters. Watch for things made of cement or glass near your home or school. Pretend to be a worker and tell what you do.	Bring a pretty bottle or glass object to show. Make object of plaster of paris. Draw pictures of how cement is used at home.

Field Trip	Related Workers	Involv. Parents and Others	Related Activities	Art
Construction Job	Plumbers, architects, carpenters, painters, roofers, sheetrock men, big machinery operator, real estate people, moving men, bricklayers.	Ask children of these workers to show a tool or a picture of a tool and tell of its use.	Use building blocks to make things. Repair something or help father make something.	Have children make mosaic houses with strips of paper or ice cream sticks.
Filling Sta. or Garage	Gasoline truck driver. Pop and candy truck drivers Bookkeeper	Watch a garage man at work. Did you ever help daddy change a tire or wash the car?	Filmstrip: "The Service Station Attendant," McGraw-Hill. Bring toys that are similar. Hurd and Hurd. Mr. Charlie's Gas Station.	Make toy gas trucks with blocks or boxes and spools.
Airport	Astronauts Tickets seller Information worker Pilot, stewardess Mechanic, baggage handler, cook, weatherman, Radio operator, Clean-up people	Have an airport worker visit the classroom. Ask small child to demonstrate his model plane with a motor.	Bring model planes. Play act the workers at their jobs.	Construct a model of an airport.
Corner Mailbox or Post Office	Train workers, Truckers, airplane workers, Mail sorters, Baggage men, Mail carriers, Special delivery men, maintenance people, electricity workers, lumbermen, papermakers, stamp designers.		Some children can mail letters while others watch inside post office. Write letters. Order free materials mailed to their homes.	Make mail boxes of boxes. This is especially good to use for Valentine's Day. It is fun to have a post-man's hat and let the children play postman.

REQUIREMENTS FOR WORLD OF WORK

Objectives - Outline

To provide opportunities for the student to become familiar with various areas of occupations and the necessary requirements, both physical and educational, and qualifications of each.

To provide information to the students which will help them to understand how people feel about their jobs, and especially what they think helped them to become successful.

To stress the study of occupations for girls as well as those suitable for boys.

MATERIALS

Tape recorder, blank types.
Poster paper, colored chalk, and paint.
Prepared guidance vocational interview tapes.
Career information kits.
Occupational Outlook Handbook.
Booklets: "What Employers Want.", "How To Get The Job".
Filmstrip: "Getting and Keeping Your First Job."

Teacher - Student Activities

Learn to operate a tape recorder.

Divide the class into groups and assign special days for each group to work. Make arrangements for sidewalk interviews and interview people at random. The interview will be taped and should include such questions as: Who are you? Length of time on this job? What do you like about your work? How many hours per day? Why did you go into this type of work? What are the requirements for entering this type of work? What education would you recommend for this type of work? What are the chances of this type of work being eliminated? To what do you attribute your success?

Write a description of the personality of each person interviewed.

Have the students make posters showing the relationship between school subjects and each occupation.

Divide the class into groups to work on listed projects.

1. List ten jobs that an elementary grade education will satisfy.

2. List ten jobs for which high school will be necessary.

3. List ten jobs for which college training is necessary.

Have each group prepare charts for the educational skill and the physical requirements needed for each job.

Obtain job application forms from companies requiring various skills. Note, especially, questions concerning physical and educational requirements.

Assign students to role playing in interviewing for such jobs as car hop, service station, deliveryboy, carwash, etc.

ENGLISH - AS IT RELATED TO JOBS OR VOCATIONS

Objectives - Outlines

To guide pupils toward the self realization that English is the basic tool of communication in all vocations.
To teach that language is a product not of the classroom only, but of all society, and the student must be prepared to communicate easily in all situations outside the classroom.
To teach the technical language of various occupations.
To guide the student to the realization that success or failure in the world today depends on how effectively one uses his communicative skills.
To stimulate an interest in the lives of successful people in various occupations. Compare personal qualities with those revealed of the person involved in the story.

Materials:

Tape recorders.
Exhibits of vocational materials, pamphlets, brochures, books, etc.
Occupational Outlook Handbook
Encyclopedia of Careers and Vocational Guidance
Dictionaries
Library Resources:
Biographies
Autobiographies

Teacher - Student Activities

Prepare dramatizations, panels, roundtable discussions, or individual discussions of noteworthy people in the working fields.
Have students read and report on biographies of outstanding people with emphasis on their field of work.
Example:
Three Worlds of Albert Schweitzer.
American Doctors.
Odyssey.
Man of Mathematics.
Develop good study habits through:
1. Supervised oral and written reports.
2. Acceptance of correct or approved patterns for reportting, writing, speaking, listening, and reading.

Motivate good reading habits by having the librarian or an interested student:
1. Arrange exhibits of good books on occupations.
2. Select colorful book jackets for display.

Make notebooks showing interesting and unusual occupations which are not crowded fields in the world today.
Study the correct procedure for filling out job application forms and writing letters requesting employment.
The teacher should stress that correctness and neatness are as important when applying for employment as one's physical apprearance.
Use dictionary in study of spelling and meanings of technical vocabulary used in the specific vocational fields.
Introduce units by assigning written themes on "Why I Chose This Job," or What My Interest in This Job Family is".
Make bulletin boards of related jobs in the English fields.

SCIENCE - AS IT RELATED TO JOBS OR VOCATIONS

Objectives - Outlines

To plan learning activities that help students to make their own discoveries and draw their own conclusions.
To give students an appreciation of science as related to the world of work.
To introduce the students to numberous jobs requiring a knowledge of science.

Teacher - Student Activities

Present a creative introduction to science-related jobs followed by library reports on jobs related to science.
Take trips to a medical research center, farm, dairy, oil refinery, hospital, etc., emphasizing the worker, followed by class discussion.
Take pictures of workers on different jobs as the tour progresses.
Organize a science club with emphasis on students developing science hobbies; such as, film processing, electronics, plant collection and classification, etc.
Utilize the knowledge of those people who collect times; rocks, minerals, insects, seeds, etc.
Create bulletin boards on science careers.
Require each student to give a report on a job that demands a knowledge of some field of science.
Show motion picture films that emphaize scientific research. Follow-up the film by discussing the characteristics of the jobs.

Materials:

Overhead projector.
Camera, film developer, etc.
Nature boxes, felt boards.
Films:
"Bridge to Tomorrow"
"The Profit Pullet Story"
"Acres of Science"
"The Petrifies River - The Story of Uranium"
Occupational Outlook Handbook

SOCIAL STUDIES - AS IT RELATED TO JOBS OR VOCATIONS

Objectives - Outlines

To give the individual students an experience in local government.
To identify students who need group work, "isolates", and help them to work with those students who would be recognized as leaders, "stars".
To increase enthusiasm of small group work.
To develop appreciation of governmental jobs and their interdependence.
To establish an awareness of the interdependence of occupations.

Materials:

Community Resources
Old shoe, knife, scissors, table, string, poster board, magic marker, straight pins.

Teacher - Student Activities

Field Trip - Role Play - Discussion
Have the teacher organize the class into a small group "city block"... Simulated community in the organization of the classroom. Teachers' desk.

1. Elect city councilmen
2. Elect a mayor
3. Elect a police chief
4. Elect a fire chief
5. Etc.....

Plan a group trip:

A. Visit a city council meeting
B. Follow-up with class discussion
C. Make arrangements with the various local government agencies for the elected students to be with the police chief for one-half day, with the fireman for one-half day, etc.

Preceding the learning experience, the teacher should confer with each official involved. In this conference the teacher should request information about the job being worked into conversation between the child and the fire chief, the child and the policeman, the child and the judge, and others.
Follow up with the class sharing experiences and describing the duties of various officials.
Topic: "An Old Shoe"
Cut the shoe sole, heel, sides in such a way as to reveal its parts and materials used. Stress: countries from which each material comes, the people involved in the work, and transportation involved.
"Job Areas"
Assemble the shoe on a display table with a poster. Connect the various parts of the shoe to the board with yarn and pins.

MATHEMATICS - TODAY'S JOBS -- TOMORROW'S JOBS

Objectives - Outline

To create an interest in the subject of mathematics.

To create an awareness of the wide expanse of present and future career opportunities in the field of mathematics.

To cause a realization that the occupations of the future will require specialized educational preparation and planning.

To relate the subject studied (math) to job areas.

To help students see how knowledge and skill acquired in the classroom can help them earn a living.

To learn of job opportunities and requirements related to the subject matter and to stimulate students to think of occupational choice.

Teacher - Student Activities

Prepare a line graph comparing the life earnings of each section of the job family. The teacher must explain how to construct a line graph and present on blackboard the parts of a graph. One may plot the graph on posterboard with pins and connect the pins with yarn. (Confer with Counselor on topic of job families.)

Prepare a circle graph on the distribution of employed persons according to occupational families. The teacher should lead the class in a discussion of a circle graph and their implecations.

Prepare information for a debate. Topic: Money is the only reason for working. School is necessary for success on tomorrow's job. Lead the students in organization of materials.

Stimulate a TV program. Topic: Name of the show is "Know Your Jobs Related to Math." Select class members which are to participate in the role play: Panel members, moderator. Prior to role play, brief the participant on his job role, or make the participant responsible for research concerning his job on which the panel members will be quizzing him.

Organize group work. Bring graphs and articles from newspapers, magazines, etc. Have selected materials for demonstration. Divide the class into 5 or 6 groups. Supervise the group activity, giving help or advice when needed. Guide discussion. Have a brief caption by each clipping which will state the reason for the entry into the scrapbook.

Prepare a bulletin board display on job families or job activities. Introduce the activity by sketching the project sample, "People Pyramid." Make the board three dimensional. Outline areas with yarn.

Math (con't)

Objectives - Outlines

Materials:

Poster board, yarn, magic marker, straight pins, straight edge, and chalk.
Occupational Outlook Handbook
Ruler, flannel board, overhead projector.
Scrapbook materials.
Poster paper, colored pencils, angel hair, construction paper.
Interview sheet.
Boxes, money; items to be purchased may be pencil, eraser, etc.
Paper and pencil
Pictures from magazines, books, etc.
Models brought by the student on display.
Overhead projector for demonstration of ratio and proportion.
Construction paper, magic markers of various colors, string, dowel rods (small).

Teacher - Student Activities

Speaker (Selected). Topic: The Future of the Computer. The teacher should brief the speaker on the topic in relation to the teaching that has preceded.
Hold a panel discussion. Topic: Which math related jobs of today were not in existence when my parents were in school.
Pantomine. Topic: Grocery Store. (This is good for slow learners.)
Devise a crosswork puzzle of jobs that require a mathematics background. The teachers should prepare this puzzel prior to a class presentation.
Development of architecture: Collect pictures of objects, buildings of geometric design and classify them modern, gothic, etc. The teacher should have ready a demonstration which would compare the old with the new. A Frank Lloyd Wright building with a gothic church in Europe.
Models: This is a lesson on ratio and proportion. Have the various class members bring their models to school and display them. Discuss the various jobs necessary in constructing a particular model. Example: building a ship-welder, carpenter, painter, etc.
Mobile: The properties of balance are learned in the construction of mobiles. The instructor should have prepared prior to class time the materials for assembling the mobile.

PHYSICAL EDUCATION AND HEALTH - AS IT RELATES TO JOBS

Objectives - Outline

To create an interest in physical education and related jobs.

To create an awareness of the wide - expanse of present and future career opportunities in the field of physical education and health.

MATERIALS

Interview sheet mimeographed prior to class assignment. Distribute one week prior to class discussion. It takes time to interview and write the report.

Teacher - Student Activities

Panel: Brief the speaker on purpose of discussion. Example: "How appearance can affect one's job." "Keeping in shape vs. ability to do one's job." Follow-up: Ask each student to make a comparison of his scholastic and physical abilities as related to different jobs.

Games: Name That Job.

This game is played by two teams of equal size and can be made more difficult or easier to meet the age and ability of those playing. A selected chairman for each team chooses a topic from a list prepared by the teacher. The teams are given turn-about in naming job areas that are involved in handling the emergency has swallowed some lye. Name the different job areas involved in this emergency.

1. Telephone operator
2. Doctor
3. Ambulance driver, etc.

The team naming the greatest number of related job areas is the winner.

Plan a field trip: To related employment areas of Health and Physical Education. Example: Medical center to observe physical therapist. Remember, arrangements must be made ahead of time. Follow up with discussion of worker observed.

Interview and Report

1. Sports Writer
2. Coach or referee
3. Swimming instructor, etc.

Fake an accident about to happen using "Student Actors". Take pictures of this and discuss how it could have been prevented. Example: A boy walking down the stairs about to step on a skate. Simulate an accident and take a picture of the injured victim. Discuss jobs of the people involved in the care of the injured. Example: A girl just hit by an automobile. (Use that student whose hobby is photography to take pictures.)

Physical Education and Health (con't)

Objectives - Outline	Teacher - Student Activities
Materials Colored magic markers or transparency pencils, camera, film projector, screen, cardboard, - depending upon the job. (materials selected according to the media used.)	Develop a cartoon series using transparencies on "The Effect of Appearance on the Job." Example: A referee improperly dressed as opposed to properly dressed. Discuss the effect that each type might have on members of the teams.

ART - AS IT RELATES TO JOBS AND VOCATIONS

Objectives - Outline	Teacher - Student Activities
To explore the world of work through the study of art and related areas.	Hold a class discussion of art job families.
To develop an appreciation of the related job fields and their dependence on each other.	Show filmstrips or films on art as a vocation, a great artist or on the history of art, etc., to be followed by class discussion.
To create an awareness of one's abilities and potential in relation to jobs in the fields of art.	Pantomime the job of a sculptor; divide the class into groups for competitive purposes.
	Use community resources such as trips to museums, art schools, art exhibits, etc.
	Organize an art club that would assist in preparing vocational display for the entire school. Such as: Bulletin Boards, models, for vocational display, design book jackets.

Materials:

Filmstrip and film projectors
"Teaching Guide for Art."
Parental permission slips to be signed before field trips.
Encyclopedia of Careers and Vocational Guidance.

MUSIC - AS IT RELATES TO JOBS

Objectives - Outline

To discuss job opportunities related to the subject of music.

To create an awareness of career opportunities in the field of music.

To create an interest in the world of work through music with lyrics that emphasize jobs in our culture.

Materials:

Piano, music, or records, record player.
Crossword puzzles.
Occupational Outlook Handbook.

Teacher - Student Activities

The teacher presents music with lyrics which contain the name of a job area. Example: "I've Been Working on the Railroad." "Sixteen Tons."

Fill in a crosswork puzzle using songs which contain a job name or the composer of a song containing the job name.

Have the class list ways music has changed as a result of jobs.

A. Music written by a computer.
B. Records cheaper and more readily available as a result of technology.

Speaker - (Selected) Brief the speaker on the purpose of the talk.

Show films on orchestral instruments. Follow up with a discussion and a paper to be written on the construction of a favorite instrument. Discuss related subjects such as: where the material comes from, method of transportation, availability of the materials, etc. Example: Oboe - hardwood - Amazon region, etc.

Have students list jobs that involve music; arranger, dance band director, librarian, piano tuner.

Select one interest area from the list made by the class and interview a person employed in the selected area. If the community does not have people working in these jobs, have the students research characteristics of the job in sources such as the Occupational Outlook Handbook.

CAREER POSSIBILITIES

Objectives - Outlines

To inform students that a person must know what the job requires before deciding to prepare for it.

To realize that new job opportunities are created every day and require special training.

To help the student realize that a wise final career decision depends to a great extent of how well he knows himself and the requirements of the occupational fields.

To become aware of the wide expanse of present and future career opportunities.

To study requirements for local occupations.

To become familiar with methods of securing information about occupations through experience observation, reading and studying.

Teacher - Student Activities

Study want-ad section of newspapers for career information. List jobs most frequently mentioned, noting education requirements. Compose clear, concise, complete letter requesting an interview for positions from want-ad section.

View film strip and have class discussion.

Have students interview their parents to find out what their jobs are, what abilities, and educational skills are needed. Prepare a summary of the interviews. Match facts the student has about himself to each requirement of the occupations listed in the summary.

Make arrangements with each business man who will participate to take one student to work with him for one-half day. Students will study the assigned occupation prior to the date set. Following the half-day of observation, each student will fill out a questionaire about the job observed. Reports will be made by each student participating with a final comparison of facts about himself with those discovered about the occupation. (Some reports may be written)

MATERIALS

Newspaper: Want-Ad section

Fimlstrip Suggestions:

Preparing for the Jobs of the 70's; An Overview In Technical Education.
Preparing for the World of Work.

Check with your school counselor or administrator for film catalogs for other appropriate films.

Developed "Outline for the Study of an Occupation".

TECHNIQUES OF JOB STUDY

Objectives - Outlines

To encourage students to observe jobs with a critical analysis of required skills, working conditions, and day-by-day activity.

To develop student responsibility in organizing and producing information about local occupations.

To develop student skills in operating 8mm motion picture equipment.

MATERIALS

8mm Motion Picture Camera

8mm Projector

Editing equipment

Tape Recorder

8mm Motion picture film

The teacher may decide to use 16mm film, 35mm slides or other equipment. The 8mm motion picture equipment is recommended because it is less expensive.

Teacher - Student Activities

Instruct students in the operation of 8mm motion picture cameras, projector, light meter, and editing equipment.

Organize student committees to investigate local occupations, plan field trips, to job sites in order to film the unique characteristics of the job under study.

Have the students cut and edit the film to produce the desired story. A tape recorder may be used to give a commentary sound effects, and background music which would coincide with the film.

Have the student committee confer with the art teacher and other members of the staff who may have suggestions which would improve the quality of the film.

Have the student committees present the prepared films and recordings to the class.

STUDY OF LOCAL OCCUPATIONS THROUGH FIELD TRIPS

Objectives - Outlines	Teacher - Student Activities
To give the students an opportunity to explore vocational opportunities in his own communtiy.	Write letters asking persmission to tour a local plant.
To provide opportunity for students to obtain information about broad areas of occupations.	Review before each trip suggestions for acceptable behavior and what to observe.
To become informed of the duties and responsibility of employees to their respective jobs.	Hold a class discussion on what to observe with such questions as these in mind: 1. Would I have what it takes to do that job? 2. Would it meet my needs? 3. Would I enjoy doing that job?
To secure by direct observation knowledge of the how's and whys of the various functions of jobs in a given industry.	Plan a question period at the plant if at all possible. Preparation has been made by giving each student a list of suggested questions to ask with instructions to ask others which arise in their mind.
	Hold a panel discussion on advantages and disadvantages of work in this particular occupation.
	Have a teacher give a short test on information brought out during the question period on the day following the tour.
	Have a news release prepared by a student committee after each field trip.
	Send a letter of thanks developed by the students to the guide of the plant toured.
	Obtain answers to the following questions from proper resource: employees, personnel department, person conducting the tour: 1. What educational background did the person have to get the job? 2. What responsibility does each employee have to his respective department? 3. What are the fringe benefits? 4. How is the rate of pay determined? 5. What are the working conditions? 6. What are some of the operational aspects of the store or industry?
	Note: These questions are suggestions as to what type of informtion is desired. It is Obvious that you can add to or modify the list.

STUDY OF OCCUPATIONS THROUGH FIELD TRIPS (con't)

Objectives - Outlines	Teacher - Student Activities
	It is recommended that one class period be devoted to planning the field trip. It is recommended that one class period be devoted to an evaluation or discussion of what was learned from the field trip. Discussion: 1. What are you going to try to learn? 2. Ask students what they want to learn. 3. Have an objective of what you plan to do with the information you obtain. Suggested places to visit: Retail stores Restaurants and hotels Telephone company Airline, railroad, and bus companies Garages and service stations Electric and gas companies Cleaning and pressing plants Building and general contractors Farms Newspapers

SALARY AND JOB BENEFITS IN CONSIDERING AND SELECTING AN OCCUPATION

Objectives - Outlines

To help students realize that they should consider fringe benefits and working conditions as carefully as wages in selecting an occupation.

To discover the advantage of one occupational selection over another based on salary, fringe benefits, and working conditions.

To assist students in becoming aware of salary deductions.

Teacher - Student Activities

Many people are surprised to find that their first pay check is not as large as they expected it to be. Stimulate discussion on how a persons salary is determined. The items deducted from gross salary such as federal income tax, state income tax, social security, and other deductions that must be considered in arriving at the net salary.

Have students write letters to various companies requesting information in regard to their fringe benefits and wage scale.

Stimulate discussion on the topic: High pay, Low Benefits vs. Moderate Pay, High Benefits. This could possibly be a good topic for a panel discussion or debate type of presentation.

Work up a skit showing a person after retirement talking about the benefits he received with his company.

Have another person role playing an individual with no retirement benefits. Invite to class a retiree from a local concern to "tell it like it is".

Instruct students in filling out income tax forms #1040-A

Materials

A good bookkeeping book.

Company brochures or booklets

Income tax forms (Post Office for supply)

OBJECTIVES

It can be noted that these objectives, which are representatives of those stated in the different curriculum guides, are moreconceptual than behavioral in nature. Not all are completely relevant to the seventh grade developmental level.

1. To understand basic ideas of production, distribution and consumption.
2. To understand the general economic structure as it relates to the labor force.
3. To understand the economic significance of work.
4. To realize that our needs change as we progress in life.
5. To see that people want different things in life.
6. To discriminate economic needs as opposed to other needs.
7. To appreciate economic problems in family life.
8. To know potentials and limitations, and develop expectancies.
9. To acquire knowledge of the world of work.
10. To develop positive attitudes towards the dignity of different occupations.
11. To become better acquainted with the community and its job offerings.
12. To understand the process of production.
13. To understand the relationship between products and jobs.
14. To identify broad occupational areas and levels which may be appropriate to individual needs.
15. To compare interests to nature of the work tasks performed.
16. To understand how each of the school subjects can help in his occupational preparation.
17. To recognize the personal and social significance that work brings in the life of an individual.

18. To become acquainted with personal and environmental factors that will influence the future.

19. To understand that jobs of various levels are available in broad job families.

20. To understand how technology effects the labor force.

21. To understand work is important to the worker and to society.

22. To understand how supply and demand help determine occupational choice.

23. To understand how ones occupation affects ones total life.

24. To realize that different jobs exist in the future that are not found in the present or past.

ACTIVITES AND PROJECTS

There is a great variety of activities suggested to help the student become familiar with the objectives. These listed below are not annotated because of the myriad ways of using them. They are listed merely as catalysts.

1. Local places and jobs survey
2. Resource people survey
3. Guest speakers
4. Literature and places to write survey
5. Pupil booklet readings.
6. Photography as the eyes to jobs
7. Identifiaction with other times and places
8. Dramatizations and skits.
9. Field trips
10. "Jobs I Like" series annotated and mimeod
11. Interviewing people with specific job interests and tasks

13. Vocational scrapbooks
14. Junior Career Days
15. Great men in careers
16. Creative writing exercises
17. Participation in work settings
18. Group analisis of interests
19. Small group sensitiviey session
20. Student planning of instructions
21. Summer field programs
22. Local jobs, men and products research and demonstrations
23. Need identification through magazines, papers, etc.
24. Taking standardized tests on interests, abilities.

EDUCATIONAL MATERIALS

Books

1. Beggar to King..All the Occupations in Biblical Times, Walter Duckat, Doubleday.

Pamphlets

1. Seeing Ourselves, American Guidance Service
2. What Could I Be, SRA
3. What I Like to Do. SRA
4. Exploring Your Personality, SRA
5. Getting Along With Others, SRA
6. You and Your Abilities, SRA
7. Study Your Way Through School, SRA
8. Finding Your Job (Series), Finney Company
9. You--Today and Tomorrow, Martin R. Katz

10. Discovering Your Real Interests

11. Our World of Work

12. Planning Your School Life

13. Planning Your Life's Work

14. Job Guide for Young Workers

Counselor Professional Books

1. Occupational Literature, Gertrude Forrester, New York: H. W. Wilson, 1964, (Annotated Biblio., 675 pp.)

2. Occupational Outlook Handbook

3. Dictionary of Occupational Titles

Kits

1. Basic Guidance Kits I and II

2. Career Desktop Junior High Kit

3. SRA Widening Occupational Roles Kit

Games

1. Life Carreer...Academic Games Associates, Center for Study of Social Organization of Schools, Johns Hopkins University, Baltimore, Md., 21218.

2. Life Career Games...P. Marvin Barbula, Guidance Coordinator, Department of Education, San Diego, California. (May not be published yet.)

Tapes

1. Guidance Associates Tapes...20

2. Cebeo Corporation

Filmstrips

1. Getting and Keeping Your First Job

2. Are You An Interesting Person?, SRA

3. Discovering Your Real Talents, SRA

4. Time Out For Study (Series), Visual Aids Studio

5. School Skills For Today and Tomorrow (Series). SVE
6. Foundations for Occupational Planning (Series), SVE
7. Our Major Industries (Series), Filmstrip House

EVALUATION

There are no suitable published instruments that could be used for evaluation due to the limited target population of the seventh grade accompanied by the type of objectives which are to be met. Therefore, evaluation in this area will be dependent upon locally developed tests.

Direction may be offered, however, by the following tests:

1. Sequential Test of Educational Progress
2. Kuder Preference Record
3. Vocational Development Inventory, by John O. Crites

By themselves, the above tests offer little help for this project. Having the student identify his present level of development in various aptitude, academic, and interest areas on a locally developed scale, plus teacher and counselor judgement checklists have been used various projects in the higher and lower grades.